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ABSTRACT

The Oral Communication Program (OCP) was established at Radford University, Virginia, in 1988 as a comprehensive program of oral communication across the curriculum. The OCP has generated student and faculty involvement using a variety of information outlets such as meetings, retreats, and communication-intensive courses. Faculty from the Department of Communication have initiated several projects to develop innovative ways of providing instruction to students and faculty, to give faculty consultative assistance, and to create methods and materials for classroom use. The program has introduced the use of interactive video instruction (IVI) programs and has begun production of three interactive video modules on overcoming speech fright, effective introductions for a speech, and presenting an argument. Budget information, dissemination of results, expansion activities, and plans for the future are also discussed. (Five references) (LPT)

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Speech Communication Across the Curriculum: Development of the Radford University Oral Communication Program

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Paper presented at the annual meeting of the Southern States Communication Association, April, 1991 Tampa

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Speech Communication Across the Curriculum: Development of the Radford University Oral Communication Program

Abstract

This paper details the activities of the Oral Communication Program at Radford University during the 1989-1990 academic year. The paper is divided into the following sections: (a) service to faculty, students, and staff; (b) development of instructional materials; (c) budget and expenditures; (d) dissemination activities; and (e) plans for the future.

Since the time of Aristotle scholars have recognized the importance of oral and written communication training as essential components of a liberal education. Students need these fundamental skills to help them in their personal, social, and professional lives. The average adult spends 80 percent of the waking day communicating, and approximately 70 percent of that time is spent speaking or listening. Throughout their college years students are called on to give class presentations, work in groups, listen to lectures, and hold conferences with instructors.

Increasingly, business and education professionals recognize the centrality of oral communication in everyday activities. Recent surveys of major employers reveal that the quality most sought in job applicants is proficiency in oral and written communication (Curtis, Winsor & Stephens, 1989). Radford University's President Donald N. Dedmon concludes, "communication ability continues to be one skill which is nearly universally agreed upon as the most essential skill for the college graduate" (Dedmon, 1989).

With this increasing recognition of the importance of communication comes the knowledge that most students can benefit greatly from a conscious effort to improve their communication skills. Surveys show that the greatest fear among Americans is the fear of public speaking (Wallechinsky, Wallace & Wallace, 1978). Most people can significantly reduce their level of "speech fright" through professional guidance. Individual success in professional and social endeavors often depends upon the ability to persuade

others to one's point of view; yet few people have any formal training in this aspect of oral communication. The ability to work in decision-making groups is a vital part of our democratic society; yet most people have no specific skills training designed to aid in such a setting.

The best way to learn these skills is in the college classroom, and Radford's Department of Communication offers a well-rounded curriculum dealing with these areas. Yet the need for oral communication assistance among faculty and students is greater than resources available through departmental speech classes can accommodate. Oral communication activities could be built into the curricular design of a number of different courses, yet faculty in these areas often are not trained in oral communication. Faculty and students could benefit enormously from assistance in incorporating oral communication activities across the curriculum.

Radford University established its Oral Communication Program (OCP) in 1988 to help improve instruction in oral communication skills for students throughout the university. Oral communication, like writing, is most effectively learned if it is an integral part of a student's experience in a variety of courses. Such activities help meet President Dedmon's goal of having every Radford graduate exposed to communication skills training throughout the curriculum: "Our university has the very real opportunity of being one of the first universities in the country to be able to proclaim with pride that our students--all of them--have had unusual, non-traditional opportunities to develop their communication skills" (Dedmon,

1989).

The OCP is designed to help faculty, staff, and students develop their oral communication skills and to help faculty incorporate oral communication activities to enhance learning throughout the curriculum. Faculty receive personalized training to improve their professional communication skills. Audio and visual training materials and computerized interactive video instructional packages are available for use by students and faculty. The OCP serves the needs of students who want help with any of a variety of oral communication skills. It is designed as an adjunct to, not a replacement for, the skills courses the Department of Communication offers.

The program furthers Radford's quest for excellence by working with faculty to make oral communication activities an integral part of courses throughout the university. Debates, reports, listening, and group discussion represent some of the oral communication formats which can enhance the learning of any academic subject. In addition, increased use of these formats under the supervision of trained evaluators will improve students' overall effectiveness in oral communication.[1]

This paper includes information about Oral Communication Program (OCP) activities for the 1989-1990 academic year. It is divided into five sections: (a) service to students, faculty, and staff; (b) development of instructional materials, equipment, and facilities; (c) budget and expenditures; (d) dissemination activities; and (e) plans for the future.

Service to Students, Faculty, and Staff

Key to providing oral communication skills training across the curriculum is enlisting sufficient faculty and student participation. The OCP generated faculty and student involvment using the following information outlets.

Announcements

Major announcements appeared in campus publications in summer and early fall, 1989 and January, 1990. In August, 1989 and January, 1990 a letter was sent to all faculty describing the program, inviting them to participate in communication-intensive (C-I) courses, and inviting them to attend either of two informational meetings held each semester.

Administrative Support

From the President down, university administrators expressed support for and encouraged faculty participation in OCP activities.

University-Wide Meetings

Approximately 30 faculty members attended informational meetings during the 1989-1990 academic year. This represents about 7% of the total Radford University faculty. At these meetings the OCP director and other participating faculty members explained the program and outlined the range of ways to participate.

On October 25, 1989, 15 people attended a seminar on uses of debate as a teaching/learning tool in the classroom. Four C-I course instructors presented a faculty workshop on "Oral Communication Across the Curriculum: Activities That Work in the Classroom" on February 21, 1990, with eight faculty attending.

Seventeen faculty and students attended a workshop, April 18, 1990, on "A Team Learning Approach to Oral Communication Across the Curriculum."

Weekend Retreats

At a retreat held September 29-October 1, 1989, the OCP staff provided intensive training for 16 faculty members on the uses of oral presentations as a classroom activity. Feedback indicated that participants found the retreat extremely beneficial. Sample comments include:

> "I am hearing wonderful things about the OCP retreat this past weekend! Congratulations! This is a personal note of thanks to you for your effort, professionalism, and dedication. I'm hearing from all corners of the university how fantastic you all were. I am personally and professionally proud. Thank you!" (Dr. Clayland H. Waite, Chair, Dept. of Communication, personal communication, October 9, 1989)
>
> "I enjoyed the short 'structured' presentations. Time went very quickly. There was a great amount of information imparted."
>
> "I enjoyed the experience and learned some new information that will help me in my lectures and in interacting with students."
>
> "Useful, interesting, and helpful information appeared in formal 'classroom' sessions, small groups, and individual discussion. Most valuable to me were insights gained

regarding teaching techniques used by colleagues in disciplines other than my own. Learning through speaking has become a much more meaningful consideration and my thoughts have been broadened through this weekend's encounters. I will be exploring better ways of teaching and learning as a result of my experiences here this weekend."

Newsletter

The third issue of SpeakEasy, the OCP newsletter, came out in December, 1989, and the fourth in April, 1990. Each issue featured recent and upcoming OCP activities, teaching tips, and useful information about oral communication. The newsletters were distributed to Radford University faculty and staff.

Individual Faculty and Staff Assistance

Several faculty and staff members requested OCP assistance with their own oral communication skills. Two faculty sought assistance with preparing and delivering conference papers. A third faculty member came to the OCP for assistance with nervousness in the classroom.

Communication-Intensive Courses

Nineteen faculty members from a variety of departments and colleges throughout the university taught C-I courses during the Fall, 1989 semester. Seventeen faculty taught C-I courses during the Spring, 1990 semester. Each C-I course instructor was paired with a volunteer consultant from the speech faculty who helped plan, implement, and evaluate oral communication activities in the

course. Although this required substantial time commitment by the faculty involved, it proved extremely successful. The OCP Director and the Radford University Director of Student Assessment created a survey instrument to gauge student perceptions of the C-I courses. Survey results indicate that faculty and students rated the activities as highly successful and important (Cronin & Glenn, 1990).

Informing Students About OCP Services and Activities

In addition to faculty information strategies, the OCP publicized its offerings directly to students. A story appeared in the Tartan, the student newspaper, about the Oral Communication Program. The OCP was explained to communication majors in a fall informational meeting. Students received information about the program through faculty active in C-I courses, informational meetings, and retreats. The OCP Director gave a presentation to recruiters in the Radford University Admissions Office so that they could inform prospective students and high school guidance counselors throughout the state about OCP services. OCP information was included in the Radford University catalog and student handbook. A fact sheet about the OCP was distributed to students in classes, through the Admissions Office, and elsewhere on campus. An article on the OCP appeared in the April, 1990 Radford Magazine, a publication distributed to more than 30,000 students, alumni, and friends of Radford. An article in the April, 1990 Honors Program Newsletter praised the OCP for promoting excellence in education at Radford.

Individual Assistance to Students

In addition to serving over 1,100 students per year through C-I courses, the OCP provided individual and small group assistance to students with concerns such as leading an organization and coping with shyness. OCP faculty provided "systematic desensitization" to 60 highly communication apprehensive students through group meetings during the 1989-1990 academic year. These groups met regularly to practice relaxation techniques and reduce fears of public speaking. The OCP Director helped several individual students. A senior in the College of Education and Human Development who was student teaching sought assistance with classroom communication skills. A graduate student in the College of Nursing and Health Services sought assistance with communication apprehension in a variety of contexts. A junior in the College of Arts and Sciences sought help with a presentation she was to make for a student organization.

General Education Clusters Program

Two OCP coordinators served in the College of Arts and Sciences General Education Clusters Pilot Project. The purpose of this project was to explore ways of integrating General Education course curricula in speech, biology, English, mathematics, and sociology. Faculty worked with 75 students enrolled in selected classes in these areas. The classes were interdisciplinary in nature. For example, speech classes included speaking assignments on topics in biology, and biology classes emphasized oral presentations. This project furthered the OCP's mission to

emphasize oral communication across the curriculum so that students have multiple opportunities to practice speaking and listening skills relevant to different content areas. It also furthered the OCP's mission to assist with faculty development to enable faculty in all disciplines to emphasize oral communication skills in their courses.

Development of Instructional Materials

OCP services require a variety of methods and materials to support program offerings. The programs outlined below are designed to give students direct one-on-one or group instruction, to give faculty and staff direct one-on-one instruction, to give faculty consultative assistance, or to give faculty methods and materials they could use in the classroom.

Library

The OCP library contains books, journal articles, handouts, audio tapes, videotapes, and computer software for oral communication skills instruction in areas such as public speaking, overcoming speech fright, methods of promoting effective discussion in the classroom, listening assessment and training, and effective debating. These materials may be checked out by anyone working with the OCP, for example: individual students, students in C-I courses, faculty, or OCP staff and consultants.

Information Exchange Forum

The primary purpose of the forum is to stimulate idea exchange about the application of oral communication techniques in the classroom. The forum is designed to promote research,

experimentation, assessment of results, debate, and discussion about the strengths and weaknesses of using various oral communication techniques throughout the curriculum.

In addition, informational meetings, retreats, programs by campus experts and outside consultants, newletters, and other events assist faculty in incorporating oral communication activities into their classrooms.

Oral Presentation Program

This program provides faculty and students information about preparing and giving oral presentations in a variety of settings. This includes coaching in audience analysis and adaption, development of supporting materials, effective organization, using outlines, effective visual aids, adapting to the audience, and effective delivery.

Speech Fright Program

There are several specific techniques available for self-instruction and professional assistance to manage anxiety about speaking. Assistance is provided through diagnosis of major behavioral indicators of speech fright, handouts on the effects of speech fright, diagnosis of the major causes for an individual's speech fright, treatment to improve public speaking skills, and treatment to reduce anxiety unrelated to public speaking.

Listening Program

The OCP listening program provides comprehensive instruction through (a) assessment of listening skills; (b) handouts on topics such as poor listening habits, types of non-listeners, effects of

poor listening, and suggestions for improving listening; (c) diagnosis of the major causes of listening problems; and (d) training in specific skills. This training component emphasizes listening techniques such as effective note-taking, accurate empathizing, paraphrasing, parasupporting, anticipating major points, mentally recapitulating major points, and identifying support material. In addition, the listening program offers training in nonverbal as well as verbal aspects of listening and helps faculty develop student listening techniques to enhance classroom learning.

Debate Program

Students and faculty can receive training and advice on the use of debating techniques to enhance classroom learning. The OCP provides lectures, videotapes, and handouts on these techniques; helps faculty adapt debate formats to classroom learning activities; helps students (with instructor's permission) plan debating activities for the classroom; and assists course instructors in evaluating classroom debates.

Small Group Communication Program

This program offers students training and education in principles and practices of communication in small groups. The staff analyzes group and individual behaviors in group discussions, provides handouts and suggested readings on key small group skills, and helps students (with instructor's permission) plan small group presentations for the classroom. They also help faculty develop small group techniques to be used in the classroom and train groups

or individuals in selected small group communication techniques such as leadership, agenda making, conflict resolution, followership, listening, and decision making.

Production of Computerized Interactive Video Instructional Materials

One of the best avenues for delivering cost-effective instruction is through the use of interactive video instructional (IVI) programs. Our efforts have involved learning about possible approaches, planning, and designing materials. The OCP secured the consulting services of OmniCom Associates, one of the nation's leading firms in the design and production of IVI materials. OmniCom personnel worked with OCP personnel to plan instructional design for IVI programs in oral communication. They presented a workshop at Radford University in June, 1989, training 12 faculty members (including all those who will work on designing OCP instructional materials) in uses of interactive media and how to design and create IVI materials. To help prepare for production of IVI materials, a faculty member attended the National Educational Computing Conference in Boston, June, 1989 and the Society for Applied Learning Technology Conference in Orlando, February 20-25, 1990.

A representative from OmniCom visited Radford November 3-5, 1989 to train faculty in developing interactive video. Two faculty members attended a workshop conducted by OmniCom Associates in Ithaca, New York, April, 1990 to learn more about producing interactive video.

Four RU faculty have received reassigned time to assist in the production of interactive video modules. In Spring, 1990 we began production of three interactive video modules: overcoming speech fright, effective introductions for a speech, and presenting an argument.

Facilities and Equipment

The OCP provides a center for campus-wide assistance on oral communication skills. A seminar room is available for meetings and discussions. This room also allows for videotaping oral presentations. The space has been renovated to enhance its professional appearance so that it simulates corporate and other post-collegiate environments, thus aiding student performance. Other practice rooms in the communication lab allow for individual and small group rehearsal and taping. Viewing rooms provide space for clients to work with audio and videotape instruction. Computer rooms provide work stations where individuals or small groups may work with interactive instructional software or may use the computers in the preparation of presentation materials, such as outlines and visual aids. The secretary-receptionist office serves as a check-in point for clients and houses the OCP library.

The following programs, equipment, and personnel have enabled us to provide additional services during the 1989-90 academic year.

. We installed two remote-control cameras in the OCP classroom to enable taping of student performances.

. Computer equipment (including printers) has been installed in the OCP student lab. Cards have been

installed by OmniCom to allow interactive programming. BASIC and Word Perfect have been loaded.

. We have significantly expanded videotaping of student oral communication activities.

. We have greatly expanded tutoring for students in C-I courses to help them prepare for oral communication assignments. Students enrolled in the Communication Skills Tutoring course have worked with approximately 100 students outside of class in such preparation. This OCP service provides educational benefits to both the tutors and the students they are helping.

. Radford University allocated a student position to the OCP for Spring, 1990 (12 hours per week) to assist with the rapidly increasing workload. Radford also assigned a GTF to the OCP to coordinate activities in the communication lab.

Budget and Expenditures

The Oral Communication Program's budget for the 1989-1990 academic year included $70,502 from Funds for Excellence and $117,463 from Radford University. Actual expenditures of Radford University funds for the project exceeded budgeted amounts by $6,000.

During the past year we began searching for additional funding to support further development of OCP activities. A preliminary proposal to FIPSE (Funds for the Improvement of Post-Secondary Education) was not accepted but is undergoing revision. Dr. Carole

Spencer secured a grant to expand services provided in her Spring, 1989 C-I course in education. This project involves communication skills in parent-teacher conferences. The project, which will serve hundreds of student teachers, was funded by a grant for $3,000 from the Commonwealth Center for the Education of Teachers. Dr. Cronin received a dissemination grant of $2,000 from the State Council for Higher Education in Virginia to conduct a workshop on developing an OCP and a $4,000 grant from the Radford University Foundation to finance an additional faculty retreat on using oral communication techniques in non-speech classes throughout the university.

Radford University submitted a budget initiative for $86,900 and one faculty position for the OCP. The State Council for Higher Education in Virginia assigned it a priority two recommendation but the legislature was unable to fund this initiative.

Radford University was awarded a Funds For Excellence grant of $203,886 for 1990-1992 for phase II of the OCP. This grant will enable the production of 10 interactive video training modules in various oral communication areas.

Dissemination of Results

After only three semesters of actual service activities, we already have begun active dissemination of project results. Drs. Cronin and Grice conducted a dissemination workshop May 18-20, 1990 for representatives from post-secondary institutions in Virginia. Twenty-three faculty and administrators from 18 institutions attended. The workshop received very positive evaluations.

The following papers were presented at professional conventions:

Southern States Communication Association Convention, Birmingham, AL (April 8, 1990)

"Debating to Learn Across the Curriculum: Methodology and Assessment," Dr. Michael W. Cronin

"Oral Communication Guidelines for Language Arts Teachers, K-12," Frank Fuller, Jr., Supervisor of English, Theatre, and Speech, Virginia Department of Education

Rhetoric and Public Address Fall Conference at the Eastern Communication Association Convention, Oswego, NY (Sept. 23, 1989)

"The Oral Communication Program at Radford University," Dr. Gwen Brown

Speech Communication Association National Convention, Chicago, IL (Nov. 1-4, 1990)

"The Student as Communication Tutor: Ethical Dilemmas and Responsibilities," Dr. George L. Grice, Julie W. Bird, and John D. Dalton

"A Review of Empirical Research on the Instructional and Learning Outcomes of Interactive Video Instruction: Implications for Speech Communication Education," Dr. Michael Cronin

"The Oral Communication Program: Program Description and Model Proposal for a Communication Across the Curriculum Emphasis," Dr. Michael Cronin and Dr. Phil Glenn,

Southern Illinois University

"Oral Communication Techniques to Enhance Learning of Math and Science in Elementary and Secondary Schools," Dr. Michael Cronin and Dr. Carole Spencer, Professor of Educational Studies, Radford University

"Oral Communication Across the Curriculum: Designing, Implementing, and Assessing a University-Wide Program," Dr. Michael Cronin and Dr. George Grice (the proposal was the top rated short course among the 70 proposals submitted to the SCA)

International Communication Association Convention, Dublin, Ireland (June 28, 1990)

"Oral Communication Across the Curriculum in Higher Education: Assessment, Recommendations, and Implications for the Speech Communication Discipline," Dr. Michael Cronin and Dr. Phil Glenn

Dr. Carole Spencer presented a program on her OCP project "Parent-Teacher Conferences" at a state-wide meeting of educators and state officials in Charlottesville, March, 1990. She also coordinated a visit by Dr. Verna Holoman of SCHEV to view these programs in operation (including videotaping of student role playing of conferences and critiques of their oral communication activities).

Rick Olsen conducted a continuing education course "Educationally Speaking: Using Small Groups and Individual Presentations in the Classroom" during the Spring, 1990 semester at

Virginia Western Community for 18 participants.

We worked with Dr. Elizabeth Deis, Co-Director of the Rhetoric Program at Hampden Sydney, and Dr. Nancy Sandberg, Dean of Instruction, Paul D. Camp Community College, on ways to develop an OCP program. Both report that the faculty and especially the administration are very interested in developing such a program.

Dr. Michael Cronin conducted a training program at Clemson University, March 28-29, 1990, to help faculty develop an OCP.

Expansion of Activities

In recognition of the importance and value of this approach to communication training, we have initiated outreach efforts to provide service to teachers in public schools throughout Virginia. An OCP project coordinator worked with the State Department of Education Task Force to promote and facilitate the use of oral communication in the teaching/learning process K-12. The task force was composed of elementary, middle, and secondary school teachers, administrators, curriculum specialists, Department of Education specialists, and Dr. Cronin (the only college and university member). The task force created a booklet designed as a curriculum guide for Virginia's standards of learning for oral communication K-12. The OCP supplied the task force books and handouts on oral communication across the curriculum. Most importantly, Dr. Cronin was able to draw on the research, planning, contacts, and applications, developed as a result of the OCP program at Radford University.

The task force aimed the curriculum guide at language arts

teachers K-12. Frank Fuller and the task force view this as an essential first step in the long-term goal of developing a curriculum guide and promotional materials to implement oral communication to learn across the curriculum. Dr. Cronin and Dr. Grice are continuing to assist Frank Fuller in this project.

We submitted two grant proposals to enable the OCP to expand services to K-12 educators in Virginia: (a) to Crossroads, the Apple Computer 1989-90 Education Grants Program, for computers and cash to assist in developing interactive instruction in communication to enhance learning of elementary school math and science and (b) to SCHEV for a D. D. Eisenhower Math and Science Education Act grant to support "Oral and Written Communication Techniques to Enhance Learning of Math and Science in Elementary School." Neither grant was funded; however, they do indicate our efforts in the K-12 area. They will be revised and resubmitted in 1990-91.

The OCP worked with the Director of Continuing Education at Radford University, to develop a summer workshop to train K-12 educators in the uses of oral communication to learn. Phi Delta Kappa, an educational society, provided a grant to support the workshop, July 22-27, 1990. The workshop was canceled due to insufficient enrollment.

In summary, within a short time we have made substantive progress in sharing information about our program with other individuals and institutions, and we have begun significant outreach efforts to help provide oral communication skills training

to greater numbers of people.

Plans for the Future

We are working to secure additional funding from sources such as the NSF, FIPSE, Apple Computer Crossroads Grants, the RU Foundation, and various public and private funding sources. In addition, we have established a program to promote joint university-corporate partnerships to fund the development of interactive video training modules in oral communication suitable to both parties' training needs.

The Department of Communication at Radford continues to be strongly committed to this program. Almost all speech communication faculty continue to provide volunteer service as consultants to C-I courses, and the Chair of the Department continues to provide strong support for the program.

Efforts to develop, test, revise, and implement IVI in oral communication will be expanded. IVI problems in communication aspects of parent-teacher conferences, effective listening, critical thinking, small group discussion, developing key ideas, and preparing and using a speaking outline will be completed by May, 1992.

The Radford Foundation has provided funding to seek corporate support for developing and marketing IVI in oral communication. Representatives of leading publishers and major corporations will be contacted in 1990-91.

The OCP will accelerate efforts to disseminate information about oral communication across the curriculum. Programs have been

accepted for (or presented at) the Society for Applied Learning Technology Conference, the Southern States Communication Association Convention, the Central States Speech Association Convention, the Texas Speech Communication Association Convention, the Eastern Communication Association Convention, the International Communication Convention, and the Virginia Speech Communication and Theatre Joint Convention. Further dissemination activities include mailing our newsletter to more than 200 institutions across the nation and providing consulting services in OCXC at Wesleyan College, the University of Cincinnati, Butler University, and Riner Elementary School.

The OCP is working with the Speech Communication Association to examine the role of speech communication in the undergraduate general education curriculum. Dr. Cronin has been appointed as chair and Dr. Grice will serve on the committee established by the Educational Policies Board of the SCA to examine the role of OCXC and speech courses in general education.

The peer tutoring lab is being expanded to assist faculty in oral communication instruction. Graduate and undergraduate majors are being trained to assist students in C-I courses (and speech courses) in preparing and practicing their oral communication assignments.

Efforts are underway to conduct more controlled studies to assess learning outcomes from OCXC. Results of a quasi-experimental study of the effects of oral communication training versus traditional instruction on oral pilot presentations of

experimental research proposals in a psychology laboratory will be reported at the 1991 SCA Convention (Cronin & King). Quasi-experimental studies comparing IVI, lecture/video instruction, and no instruction (control) on immediate and delayed measures of recall and communication apprehension are underway. Similar studies will be conducted with other IVI modules. If these controlled studies indicate that IVI is as effective as traditional instruction, these IVI modules will be used to provide instruction in oral communication to students in C-I courses across the curriculum.

Conclusion

By all indications Radford's Oral Communication Program has had a successful beginning. It has met or exceeded all projections for timing and scope of service activities, providing information and training to thousands of students and many faculty members throughout the university. Evaluations of the services have been uniformly positive, supporting the value of the kinds of activities the OCP is providing. Faculty members appreciate the assistance available and have been eager to make use of it. Students have recognized the need for upgrading their oral communication skills and have responded enthusiastically to the activities encouraged by the OCP. Faculty from the Department of Communication have initiated projects to develop innovative ways of providing service and instruction to ever-increasing numbers of students and faculty. We have administered funds carefully to stay within budget and have initiated efforts to secure additional funding for further

development of services and activities.

OCP faculty have shared information about the program with numerous individuals and institutions throughout the state and nation. We have initiated significant outreach efforts to provide similar services to other populations, such as K-12 teachers in the Commonwealth of Virginia. The OCP is achieving national recognition as the largest and most comprehensive program of oral communication across the curriculum. Faculty have consulted with nine post-secondary institutions and have presented professional papers at the Eastern, Central, and Southern States Communication Conventions; the Texas Speech Communication Association Convention; the International Communication Association Convention; and the Speech Communication Association Convention.

In its first two years the OCP has become a highly visible example of Radford University's commitment to instructional excellence. The OCP enters its second biennium closer to President Dedmon's goal of providing all Radford students the opportunity to develop the oral communication skills necessary to function successfully in their personal, social, educational, and career endeavors.

Note

[1] This introductory material was adapted from a fact sheet on the Oral Communication Program written by Michael Cronin and Phillip Glenn.

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